DOCUMENT RESUME

ED 025 369 95 RC 003 116

By- Cordova, Ignacio R.

The Relationship of Acculturation, Achievement, and Alienation Among Spanish American Sixth Grade Students.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency- Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Grant- OEG-0-9-411906-1714-721

Note- 25p.; Paper prepared for the Conf. on Teacher Educ. for Mexican Americans, New Mexico State Univ., February 13-15, 1969.

Available from- Manager, Dup. Serv., NMSU, P.O. Box 3CB, Las Cruces, N.M. 88001 ($1.00, over 5 copies $0.85 each)

EDRS Price MF-$0.25 HC-$1.35

Descriptors- *Academic Achievement, *Acculturation, Culturally Disadvantaged, Curriculum Enrichment, Curriculum Evaluation, Educational Disadvantagement, Grade 6, Health Education, Middle Class Values, *Minority Group Teachers, *Spanish Americans, Statistical Analysis, Teacher Attitudes, *Teacher Improvement

In an effort to discover relationships between acculturation, achievement, and teacher expectations as sources of alienation of Spanish American students, a sample of 477 6th grade students in 16 schools in Northern New Mexico was studied. The teacher sample found that: (1) no significant relationship existed between composite achievement and alienation; (2) negatively correlated relationships existed between composite achievement, politics, education, and health; (3) a positive correlation appeared between teacher expectation and composite alienation, and (4) no significant relationship existed between teacher expectation and composite acculturation. It was concluded that alienation of the Spanish American student may be largely attributed to inflexible curricula and activities which fail to involve the Spanish American student cognitively as well as affectively. (DA)

THE RELATIONSHIP OF ACCULTURATION, ACHIEVEMENT, AND ALIENATION AMONG SPANISH AMERICAN SIXTH GRADE STUDENTS

NEW MEXICO STATE UNIVERSITY

ED025369

ERIC CRESS

RC003116

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by

IGNACIO R. CORDOVA

EDUCATIONAL RESOURCES INFORMATION CENTER

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University

Las Cruces, New Mexico 88001

ED025369

February 1969

This monograph was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

The philosophy of the American educational system is based on the assumption that education is not the sole responsibility of parents, but that at a certain point society, or rather its agencies, must step in and take over the task of formally educating its members. Consequently, public education in the United States has become an important socialization instrument of society, a society which has developed a dominant culture as a result of years of sharing common experiences. While there are local variations of this culture pattern, basic commitments commonly are to particular patterns of behavior in the dominant culture.[1] This common culture is not only transmitted by the public schools, but is the basis for its philosophical assumptions. The American public school functions best when middle class administrators and teachers address themselves to middle class students who possess the value orientations and experiences which are part of the dominant culture.

The ability to read and write has become the basic requirement for success both in school and out. This is so because it is taken for granted all over the country that reading and writing skills are the keys that open the doors to opportunity. Children socialized in the dominant culture take this for granted even before they are ready for school. However, when the child's environment is not book-centered, is lacking in conversations about the happenings of the world, and is lacking in models that substantiate this belief, and when subcultural beliefs and experiences do not embrace this orientation, then, most likely, the child will enter school unmotivated, diffident, inwardizing, unaware, and uninterested.

Many of the children of Spanish cultural background enter school without a functional knowledge of the English language and the dominant culture. Cultural differences and the resulting handicaps pose a greater learning task for Spanish American students than for English speaking students both in terms of language and culture. Many Spanish American students enter school without the kinds of experiences which develop readiness for school or which are stressed in the school environment. The schools on the other hand, do not generally make the first exposure to American values and educational skills the exciting experience it could be.

Spanish Americans have lived in this country since before the founding of Plymouth Colony. Yet, Heller, writing in 1966, claims that Spanish Americans are among the least "Americanized" of all ethnic groups in the United States.[2] Bogue, in 1959, found that of all ethnic groups in the United States, the Spanish Americans constitute the only ethnic group for which a comparison of the characteristics of the first and second generation fails to show a substantial intergenerational rise in socioeconomic status.[3] For Spanish Americans the school is perhaps the most important acculturating force and the most available source of socialization into the dominant society. However, to find success in the American public school the Spanish American students need the skills of assimilation and support in the notion of acculturation. This is a paradox because Spanish American children are rejected from full participation in school because they are unable to acquire the skills necessary for acculturation.[4] The child who enters school with a language deficiency and cultural deprivation (from the

dominant society's standpoint) due to cultural differentiation, is made unbearably aware of his disadvantages. Ironically, school is supposed to help him solve these problems but instead it convinces him that they are beyond solution.

Upon entering school the Spanish American student moves into a social system whose normative culture has been derived from a culture pattern which varies considerably from the cultural elements which he has internalized. Therefore, the probability of a discrepancy arising from the student's perception of his role, and the expectations of teachers and administrators who have accepted the dominant culture's normative system as binding, is greatly increased. Symbols which were once meaningful to him are either absent or have been assigned different meanings. Confronted with a normative pattern which is at variance with his internalized values and experiences, the student will, initially at least, become alienated from that system.

The student is presented with a problem of adjustment necessitating either a restructuring of his system of orientations, or of the educational system in which he is a student. Since the latter is out of his realm of possibilities, he has the following alternatives:

1. The student may restructure his system of need dispositions which are not gratified in the educational system's social relational context;
2. The student may change his need disposition system, displacing his previously internalized value orientations with a system of value orientations which coincide with those of the school's;
3. The student may terminate the relationship and transfer his cathexis to a new object which shares the same value orientation pattern as he, and therefore, promises to be of greater significatory significance.

The ideal situation is one in which a student selects alternatives one and two. However, evidence strongly suggests that lack of acculturation results in Spanish American students who find rejection from full participation in school and who seek support in **la raza**, the language, and the traditional cultural values, and have withdrawn from the school.

The language barrier, the experience barrier, and the culture barrier are formidable problems in the education of Spanish American students. As several studies have shown, Spanish American children tend to start school at much the same level as children from the dominant society in terms of both I.Q. and achievement. However, the longer they remain in school the less they resemble the other children in these endeavors.[5] The Spanish American students are conditioned to failure in the early years of their schooling, and each passing year serves only to reinforce this conditioning. As soon as they are 16 or can pass for 16, they begin dropping out of school. The tragedy is that the unresponsiveness of the school forces these children out of school without an adequate knowledge of English and without the foundations of education in health, work skills, social practices, and personal duties.

The educational disparity between the Spanish American and his fellow citizens is quite evident. A study of the educational level of the population bearing Spanish surnames in California, as of 1960, revealed that more than half of the males and nearly half of the females 14 years and older had not gone beyond the eighth grade. This study

further revealed that only 48 percent of the males and 52 percent of the females of Spanish surnames had completed one or more years of high school. No more than 8.8 percent of the Spanish males and 6.2 percent of the females had completed one or more years of college.[6] An analysis of the 1960 census reveals that in the Southwest there exists a four-year schooling gap between the Mexican Americans 14 years and over, and the rest of the population.[7]

The high dropout rate among Spanish American students, the high degree of overageness in grade placement, the low academic achievement, the unmotivated and disinterested students, and the low educational attainment among the Spanish surnamed population suggests that some degree of educational alienation exists among members of this subculture. Lack of acculturation, lack of achievement, poverty, and teacher-pupil relationships have been ventured as explanations for the educational failures of Spanish American students. The paucity of empirical studies designed to test these assumptions has prompted this study.

Statement of the Problem

The problem of this study is to determine what relationships exist between acculturation, achievement, teacher expectations, and the alienation of Spanish American students.

Conceptual Hypotheses

1. Inadequate assimilation of Spanish American students into the dominant society, and specifically into the dominant society's middle class oriented school, contributes to their educational alienation.
2. The low educational achievement of Spanish American students leads to a lack of gratification and acquisition of a low self concept which contribute to a feeling of alienation from school.
3. The internalization of different value orientations and disparate expectations by Spanish American students and the dominant society's middle class oriented teachers leads to teacher-pupil relationships which contribute to the alienation of students from the school.

Specific Null Hypotheses

1. There is no significant relationship between the level of acculturation of Spanish American students and alienation from school.
2. There is no significant relationship between the level of achievement of Spanish American students and alienation from school.
3. There is no significant relationship between the level of acculturation and the level of achievement of Spanish American students.
4. There is no significant relationship between the type of teacher expectation of Spanish American students and alienation from school.
5. There is no significant relationship between the level of acculturation of Spanish American students and the type of teacher expectations.

Sample

The sample selected for investigation consisted of two groups of subjects; a student sample and a teacher sample. The student sample consisted of 477 Spanish American sixth grade students from 32 classrooms in 16 schools from Albuquerque and Northern New Mexico. This sample was divided into three groups on the basis of socioeconomic level and geographic location. The urban middle class group consisted of 90 Spanish American students. The urban lower class group included 198 Spanish American students. The teacher sample consisted of the 32 teachers of the students investigated. Self-contained classrooms were selected because it was felt that this situation provided for more pupil-teacher relationships than a departmentalized situation.

MEASUREMENT OF VARIABLES

Acculturation

As used in this study acculturation refers to the transmission of attitudes, concepts, and points of view from one people to another with the accompanying processes by which the minority culture adopts the elements of the dominant culture. Factor analysis was used to develop the instrument used to measure this variable. The factor analysis yielded the factors of education, recreation, religion, economics, politics, family, and health. A composite score and seven factor scores were used in the analysis. Scoring was by use of a Likert Type response technique.

Achievement

Achievement, as used in this study, refers to academic achievement as measured by standardized achievement tests. A composite achievement score was used to analyze this variable.

Teacher Expectation

As used in this study, teacher expectation refers to the behaviors or attitudes that teachers stress, expect, or demand in their teaching. The instrument used to measure this variable was developed from items yielded by a factor analysis. The factors yielded were those of study habits, interaction, achievement, independence, courtesy, responsibility, work habits, and participation. Scoring of items was by a Likert Type response technique.

Alienation

Alienation, as used in this study, is defined as a feeling of estrangement from some social system of collectivity (the school), and a feeling of self-estrangement in that situation. This definition incorporates the following factors:

1. *Powerlessness*--a low expectancy on the part of an individual that he can, through his own behavior, achieve the rewards he seeks;
2. *Normlessness*--a high expectancy on the part of an individual that socially unapproved behaviors are required to achieve the given goals stressed by a system or collectivity (the school);

3. *Self-estrangement*—a high degree of dependence of a given behavior upon anticipated future rewards that lie outside the activity itself. That aspect of self-alienation characterized by a loss of intrinsic meaning or pride in work;
4. *Isolation*—the tendency to assign low reward values to beliefs or goals that are highly valued in a social system (the school).

TREATMENT OF THE DATA

The data collected for investigation was analyzed by means of a Pearson Product Moment Correlation. Differences between groups were analyzed by means of a Fisher t-test. Correlation analyses were computed for the total sample, and for each of the three groups investigated.

In securing responses concerning teachers' expectations the teachers were asked to give their expectations of their pupils' behavior for their classes as a whole and not for each individual pupil. In essence their responses represent a mean score of their expectations. For this reason it was felt that to use each pupil's individual scores in conjunction with his teacher's expectation score would be to introduce a bias. To prevent a biased analysis the mean score of the pupils' responses for each variable were used. It was recognized that this procedure had major limitations. First, it was recognized that the number of subjects was reduced drastically. Second, it was recognized that this procedure reduced the variance among subjects. However, it was felt that results obtained were still valuable in providing insights into the relationships between these variables.

Analysis and Interpretation of the Data

Differences between the urban middle class group, the lower class group, and the rural groups in terms of the variables of acculturation, achievement, and alienation were not statistically significant.

Relationship Between Acculturation and Alienation

Analysis of the total sample and the three separate groups indicated no significant relationships between the composite acculturation measure and the composite alienation measure. Correlation coefficients obtained for these groups failed to show relationships that were significant at the .05 level of probability.

Analysis of the relationships between the factors of acculturation and the factors of alienation for the total student sample yielded the correlation coefficients presented in Table I (found in Appendix). According to this analysis, low acculturation in the areas of education and politics was significantly related to a general feeling of educational alienation. Conversely, an increase in acculturation in these areas decreased this general feeling of general alienation. Acculturation in the area of family was found to be positively related to a feeling of powerlessness. This indicated that as Spanish American students became acculturated in this area there was an increase in the feeling that they could not, through their own behaviors, attain the rewards or goals that they sought in the educational setting.

Analysis of the total sample further indicated a positive correlation between the acculturation factor of recreation and the normlessness factor of alienation. This relationship seemed to indicate that as Spanish American students are acculturated in the area of recreation there is an increase in the feeling that socially unapproved behaviors are required to attain the goals stressed in the school setting. Correlation coefficients also indicated a negative relationship between the acculturation factors of education and politics, and the alienation factor of self-estrangement. This relationship indicated that low acculturation in the areas of education and the family increased the feeling that school activities are not intrinsically meaningful and reduced the pride in their work. Conversely, as acculturation in these areas increased, there was a decrease in the feeling of self-estrangement.

The analysis for the total sample indicated negative relationships between the acculturation factors of composite acculturation, education, politics, religion, and health, and the alienation factor of isolation. This indicated that low acculturation in these areas increased the feeling that the beliefs, values, and goals stressed as important in school are not valuable. This relationship further indicated that acculturation in the areas mentioned decreased the feeling of isolation.

Correlation coefficients obtained for the urban middle class group indicated no statistically significant relationships between the acculturation factors and the alienation factors. The correlation coefficients obtained for the urban lower class group revealed the significant relationships presented in Table II. These findings revealed that for subjects in the urban lower class group, acculturation in the area of the family increased a feeling of general educational alienation. The findings also revealed that low acculturation in the area of politics was significantly related to a feeling of general alienation. As acculturation proceeded in this area, there was a decrease in the feeling of general educational alienation. It was further observed that as acculturation occurred in the area of the family, there was an increase in the feeling that the students' behavior could not obtain for them the rewards they sought in the school setting and an increase in the feeling that the values and beliefs stressed as important were not valuable.

Correlation coefficients for the urban lower class group also indicated that a low acculturation in the area of politics increased the feeling that school activities were not intrinsically meaningful. It was also found that for the subjects in this group, low acculturation in the areas of family, politics, and religion increased the feeling that the beliefs and values taught in school were not valuable. As acculturation proceeded in these areas this feeling decreased.

Analysis of the relationships between acculturation and alienation among the subjects in the rural group are presented in Table III. This analysis indicated that low acculturation in the areas of education and politics increased the general educational alienation among the subjects in this group. As acculturation in this area increased, the feeling of general alienation from school decreased. The findings also revealed a positive relationship between the family and religion factors of acculturation and the powerlessness factor of alienation. This indicated that as there was an acceptance of the beliefs and values presented by the dominant society concerning politics and religion there was an increase in the feeling that the students' behaviors could not obtain for them the rewards they sought in the school setting.

The findings also indicated a negative relationship between the politics factor of acculturation and the self-estrangement factor of alienation. This indicated that low acculturation in the area of politics increased the feeling that school activities were not intrinsically meaningful. As the subjects accepted the beliefs and values they came into contact with in school, this feeling decreased. This analysis also revealed that low composite acculturation, and low acculturation in the areas of education, politics, recreation, and health, increased the feeling among this group of subjects that the beliefs, values, and goals stressed in school were not valuable. Conversely, as there was an increase in acculturation in these areas,there was a decrease in the feeling of isolation.

Relationship Between Achievement and Alienation

Analysis of the relationships between composite achievement and composite alienation failed to show any statistically significant relationship for the total sample. Further analysis found no statistically significant relationships between these variables for any of the three separate groups. An analysis of the correlation between the composite achievement and the factors of alienation indicated no statistically significant relationships for the total sample, the urban middle class sample, nor the urban lower class sample. However, a statistically significant correlation was found between composite achievement and self-estrangement in the rural group of subjects. This correlation was positive and significant at the .05 level of probability (Table IV). This relationship indicates that as achievement increased there was an increase in the feeling that school activities were not intrinsically meaningful. There was also a decrease in the student's pride in his work.

Analysis of the correlation between composite achievement and the factors of alienation, using mean scores, for the total sample of students, revealed that achievement was negatively correlated with powerlessness at the .05 level, with self-estrangement at the .05 level, and with isolation at the .01 level (Table IV). This indicated that low achievement increased the feeling of powerlessness, the feeling of self-estrangement, and the feeling of isolation.

Relationship Between Acculturation and Achievement

An analysis of the relationship between composite achievement and composite acculturation failed to show any statistically significant relationship between these two variables for the total sample, for the urban lower class group, and for the rural group. A significant negative relationship between these two variables was found for the urban middle class group (Table V). This relationship, significant at the .01 level, indicates that as general acculturation increases, achievement decreases.

An analysis of the relationship between composite achievement and the factors of acculturation revealed no statistically significant relationships for the total sample, the urban lower class group, and the rural group. However, significant relationships were found to exist for the urban middle class group. For this group, composite achievement correlated negatively with politics, education, and health at the .01 level of significance, and with recreation and religion at the .05 level of significance (Table V). This indicated that as acculturation increased in the areas of politics, education, health, recreation, and religion there was a decrease in composite achievement.

Relationship Between Teacher Expectation and Alienation

A correlation analysis of the relationship between teacher expectations and composite alienation for the total sample revealed a positive relationship that was significant at the .01 level. This indicated that as teachers of Spanish American students increased their expectations for middle class behaviors there is an increase in the students' feeling of general alienation from school. No significant relationship was found between these two variables for the urban middle class and rural groups. However, a negative relationship, significant at the .05 level, was found for the urban lower class group (Table VI). This indicated that as teachers of the urban lower class Spanish American students increased their expectations for middle class behaviors there was a decrease in the general feelings of alienation among the students. Conversely, low expectations increased the students' feelings of general alienation.

Analysis of the relationships between teacher expectations and the factors of alienation for the total sample revealed that as teachers increased their expectations for middle class behaviors there was an increase in the students' feelings that their behaviors could not attain for them the rewards they sought, an increase in the feelings that school activities were not intrinsically meaningful, and an increase in the feelings that the beliefs and values considered unimportant in school were of no value (Table VI).

Relationship Between Teacher Expectation and Acculturation

Correlation analysis of the relationships between teacher expectations and composite acculturation did not reveal any significant relationship between these variables either for the total group or for any of the three separate groups (Table VII). No significant relationships were found between teacher expectations and the factors of acculturation for any of the groups (Table VII). These findings suggest that teacher expectations are made without regard to the beliefs, values, and cultural experiences of the Spanish American students.

While conducting the study, the question arose whether teachers made different types of expectations based on the achievement levels of Spanish American students. This question was prompted by the fact that no significant relationships were found between teacher expectations and acculturation. The idea arose that perhaps teachers base their expectations on achievement rather than on acculturation. Analyses of the relationship between these two variables yielded no significant relationships for any of the groups (Table VIII). These findings suggest that teachers make expectations without regard to the achievement level of students, as well as without regard to their cultural differences.

Since the sample used in the study was categorized in terms of their socioeconomic status, the decision was made to analyze the relationships between the SES and the other variables. An analysis of the relationship between SES of the subjects and alienation yielded various significant relationships. The findings revealed positive relationships, significant at the .01 level, between the SES of the subjects and composite alienation, powerlessness, self-estrangement, and isolation (Table IX). These findings suggest that as the socioeconomic status of the subjects increased so did their alienation from school.

An analysis of the relationships between SES and achievement, and between SES and teacher expectations failed to show relationships that were statistically significant.

IMPLICATIONS

The findings of this study indicate that significant relationships exist between acculturation, achievement, teacher expectations and alienation which have important implications for the education of Spanish American children. The situation of the Spanish American presents special problems for educators. It is educators who must rectify the shortcomings of a system of education that thus far has failed to maximize the full potential of the Spanish American students.

Heretofore, it has been the belief that eradication of language problems and an increase in general acculturation would solve the educational problems of the Spanish American students. The results of this study indicate that this is a faulty assumption, or to say the least, a very limited one. This study indicates that there exists a great need for further study and research on holding and retaining these students perhaps through more intense participation by the Spanish American in the educational endeavor, restructuring of the curriculum, reorganization of school activities, and a differential approach to the training of school personnel.

This study revealed enough significant relationships between acculturation and alienation to have deep implications for the education of Spanish American students. The overall results of this study indicate that it is not very profitable to consider the acculturation and alienation of Spanish American students in general terms. It was not until these variables were divided into their component factors that they became meaningful in their educational implications. The fact that a composite measure of alienation is not very meaningful implies that until educators are able to see acculturation and alienation meaningfully in their various factors, they will not be able to comprehend and get to the basic educational problems of Spanish American students. Consideration of these variables in general terms presupposes educators to neglect the interrelationships between the factors of acculturation and alienation and thus pass over many problems as being insignificant.

It was observed from the findings that the values and beliefs in the area of politics (importance attributed to taxes, policemen, judges, courts, governors, senators, and the like) and education (importance attributed to school attendance, school activities, finishing school, and the like) were negatively related to a general feeling of alienation and feelings that school activities were not rewarding nor valuable. This implies that as there is an increase in the acceptance by the Spanish American student of the dominant values and beliefs concerning education and politics, there is a decrease in their feeling of alienation. The greatest exposure to these values and beliefs comes from contact with them in school. This implies that educators must place more emphasis in these areas in preparing programs, curricula, and experiences in the school setting. Spanish American children must become more involved in programs in which they can achieve. They must have experiences that will expose them to, and will confirm their faith in, these values and beliefs.

Relationships observed between the family and recreation factors of acculturation and alienation were felt to have important implications for education. It was observed that acculturation in the area of beliefs concerning the family leads to an increase in feelings that their behaviors can not obtain the goals and reinforcements they seek. This indicates that detachment from his family's beliefs and values concerning familial relationships leave the student confused and insecure.

It was also found that as students acculturate to the beliefs about recreation in the dominant society, there is an increase in the feeling that socially unapproved means are justifiable and necessary to attain the all important goals and values in the school situation. This factor together with the relationship between beliefs about the family and a feeling of powerlessness indicate the insecurity that Spanish American students feel when they detach themselves from their traditional values, beliefs, and ideals. Thus, feeling powerless in the face of competition in the school situation, many students may rely on socially unapproved means to lessen the threat and to save face.

One thing that may prove fruitful in solving this problem is to provide more involvement of parents and students in planning educational programs and extracurricular activities. Involvement could do much to reorient the parents' values and beliefs, and to provide support for the students' new beliefs. This could serve to create a merger of the two cultures' beliefs concerning familial relationships and recreation. This could also help to give students more respect for their culture and beliefs and to afford them more security as they continue to acculturate. As the situation now stands, accepting the dominant society's values in these areas often implicates them in the role of traitor to their culture, their family, and their friends. This in part can explain the general "guilty feelings" experienced by people found in the process of acculturation.

Educators could also involve students and their parents in new organizations, extracurricular activities,and educational experiences that could serve as mechanisms of displacement. This would serve as a means to bring the family together on their educational beliefs and also as objects to which they can transfer their cathexes.

This study also revealed that the low composite acculturation of Spanish American students and their traditional beliefs about education, politics, religion, and health serve to arouse feelings that the goals and values considered important in school are not important or desirable. As these students accept the dominant culture's values and beliefs in these areas, their feelings of isolation decrease. Then they begin to see school as full of rewarding and valuable experiences and activities. However, the problem still exists of how to close the gap between the cultures' ideas to achieve a rapid and effective relationship.

To achieve a synthesis educators do not have to condemn the pupils' values and beliefs nor must they feel that the values and goals typically valued in school are indispensable. A synthesis in the personality and the educational endeavors of Spanish American students can best be arrived at through biculturalism. This implies that educators must find a way not to treat Spanish American students as if they were children of the dominant society. Educators must realize the students' special talents and their special attributes and learn to capitalize on these. Instead of being made to feel foreign, different, or inferior, educators must realize that to function adequately in an

"Anglo" society Spanish American students do not have to be turned into "little Anglos." Educators must realize and act on the assumption that there are good aspects in the Spanish American culture and that these students can function adequately, if not better, if they can retain these as part of their heritage. Biculturalism would mean a merger of the traditional aspects with the compatible aspects of the dominant society. Biculturalism would mean an increase in the self-respect, self-confidence, and feeling of self-worth. However, the achievement of biculturalism demands the development of new approaches to teaching, reorganization of the existing curriculum, and the training and retraining of personnel with a new orientation. This new orientation would imply a background and exposure to psychological, sociological, and anthropological theory and understanding of the relationship between culture and behavior.

The findings of this study indicate that not many relationships exist between achievement and alienation. The fact that only one significant relationship was found between these two variables indicates that the large dropout rate, the insecurity, confusion, and frustration suffered by Spanish American students is not due to a lack of achievement as many educators have heretofore assumed. However, a significant relationship between these two variables indicates that as achievement goes up, there is an increase in the feeling that the school activities are not intrinsically rewarding or meaningful. Heretofore, the assumption has been that Spanish Americans are low achievers because they lacked the capacity, the skills, or the motivation. It was felt that by means of acculturation and eradication of language problems, educational achievement could be increased and the high rate of dropouts could be reduced. However, this study indicates that this has been a faulty and over-stretched assumption. This study found no significant differences in achievement between the three groups. However, it was found that for middle class Spanish American students there existed a negative relationship between acculturation and achievement. Consequently, one must conclude that the alienation of these students is due to the inflexible curricula, programs, and activities which are not geared to the needs and experiences of these children.

Up to now the emphasis in Spanish American education has been on the technical skills and technical readiness. This study indicates that the focus has been misplaced. The findings of this study indicate that psychological readiness is as important as technical readiness, if not more important. Spanish American students have learned to memorize and recite the facts and figures but have still failed to attain an education. Psychological defiance, psychological unreadiness, and psychological blocks to learning have been detrimental to the learning of values, beliefs, feelings, etc. Educators must thus realize that affective learning and evaluative learning cannot and will not proceed in the most effective manner until these students are psychologically ready.

Another significant finding of this study is that acculturation alone is not sufficient to insure achievement. This study revealed a significant negative relationship between acculturation and achievement. It was found that as acculturation in the areas of the family and politics increased, the achievement of urban middle class Spanish American students decreased. This seems to indicate that beliefs about education and politics held by the dominant society are not reflected in the schools. These findings further imply

that previous assumptions that acculturation is a cure-all for educational problems of Spanish American students need a new orientation. These findings again point to the need for educators to reassess their assumptions and the programs devised to assist the Spanish American.

Relationships between teacher expectations and the alienation of Spanish American students revealed by the findings of this study also indicate grave implications for educators. A positive relationship was found between teacher expectations and feelings of powerlessness, self-estrangement, and isolation for the total sample. A negative relationship was found between teacher expectations and powerlessness for the rural group. This would seem to indicate that Spanish American students feel powerless in school, and that the lower the acculturation the more intense the feeling. This feeling of powerlessness can be attributed to their lack of familiarity with the system and lack of commitment to the values and goals stressed in the situation. Upon entering the system these students need a definition of the situation and a structuring of activities. Therefore, the students who are less familiar and less committed need more guidance to calm their fears and insecurities.

Regardless of the need for a definition of the situation discussed above and the need for guidance felt by these students, this study revealed that teachers make expectations and demands without reference to the acculturation level and the achievement level of the students. It seems that teachers have set expectations of their pupils regardless of their students' values, beliefs, needs, and capabilities. It was further observed that the less acculturated and the less predisposed students are of fulfilling these expectations, the stronger these expectations are. This serves to create more insecurity, conflict, and indignation in these students. This again points to the need for teachers to be trained in the psychological, sociological, and anthropological relationships between culture and behavior. Furthermore, it points to the grave need to have teachers that have the technical skills to develop and adapt materials and curriculum programs to fit the needs and capabilities of these students. While many teachers fail to recognize the differences and special problems of these students, there are many who do but lack the technical skills to solve them.

The findings of this study revealed that the higher the socioeconomic status and acculturation of these students, the higher the alienation. It was found that these students found the school activities, values, and goals less rewarding, intrinsically less meaningful, and less valuable. These findings serve to negate the belief that Spanish American children dislike and distrust school because of their lack of acculturation. These findings serve further to point out that it is not that these students lack acculturation and lack technical skills,but that there exists a grave need to develop and study the effects of new programs, new materials, new methods of teaching, and new methods of training personnel that can psychologically get these students ready and involved in the activities of the school.

Alienation per se has not received much attention in the education of Spanish Americans. The high dropout rate, the lack of achievement, the lack of interest, and the lack of motivation among this segment of our student population suggest that this phenomena warrants more attention. This phenomena further suggests the need for new approaches to the education of Spanish American students.

The traditional middle class oriented system of education has to a high degree failed to motivate, challenge, hold, and adequately prepare these students. Some programs and techniques have been developed which have helped to eliminate many language problems and increase cognitive learning. However, by and large, these programs have been of a remedial nature. They have focused on relieving the symptom rather than curing the cause. Alienation is not bred by a lack of achievement, but rather by cultural conflicts, confusion, insecurity, and meaninglessness. Low achievement is only a symptom of alienation. Programs to combat alienation need to involve the Spanish American students both cognitively and affectively. They need to involve them physically as well as psychologically. Educational programs for these children should not seek to eradicate their beliefs, their values, experiences, and customs. These programs and curricula should seek instead to help them fuse these beliefs, values, and experiences with the orientations, attitudes, and skills they need in order to function effectively in the mainstream of American society.

NOTES

[1] Nathaniel Hickerson, *Education for Alienation* (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1966), p. 9.

[2] Celia S. Heller, *Mexican American Youth: Forgotten Youth at the Crossroads* (New York: Random House, 1967), p. 4.

[3] Donald J. Bogue, *The Population of the United States* (Glencoe: The Free Press, 1959), p. 372.

[4] Herbert B. Wilson, *Evaluation of the Influence of Education Programs on Mexican Americans* (Paper presented at the National Conference on Educational Opportunities for Mexican Americans, Austin, Texas, April 1968), pp. 3-5.

[5] Heller, *op. cit.*, p. 46.

[6] The NEA-Tucson Survey, *The Invisible Minority* (Washington: Department of Rural Education, National Education Association, 1966).

[7] Leo Grebler, *The Schooling Gap* (Los Angeles: University of California Graduate School of Business Administration, March, 1967).

TABLE I

ANALYSIS OF THE SUBTEST MEASURES OF ACCULTURATION AND ALIENATION FOR THE TOTAL SAMPLE

Acculturation	Alienation				
	Composite	Powerlessness	Normlessness	Self-estrangement	Isolation
Composite					-.146
Education	-.136			-.107	-.224
Family		.140			
Politics	-.147			-.159	-.167
Economics					
Recreation			.104		
Religion					-.153
Health					-.134

Significance at .05 level = .088
Significance at .01 level = .115

TABLE II

ANALYSIS OF THE SUBTEST MEASURES OF ACCULTURATION AND ALIENATION FOR THE URBAN LOWER CLASS SAMPLE

Acculturation	Alienation				
	Composite	Powerlessness	Normlessness	Self-estrangement	Isolation
Composite					
Education					-.193
Family	.187	.200			.150
Politics	-.184			-.228	-.175
Economics					
Recreation					
Religion					-.171
Health					

Significance at .05 level = .138
Significance at .01 level = .181

TABLE III

ANALYSIS OF THE SUBTEST MEASURES OF ACCULTURATION AND ALIENATION FOR THE RURAL SAMPLE

Acculturation	Alienation				
	Composite	Powerlessness	Normlessness	Self-estrangement	Isolation
Composite					-.216
Education	-.160				-.270
Family		.165			
Politics	-.179			-.141	-.238
Economics					
Recreation					-.172
Religion		.145			
Health					-.197

Significance at .05 level = .138
Significance at .01 level = .181

TABLE IV

ANALYSIS OF ACHIEVEMENT AND ALIENATION MEASURES

Alienation	Achievement			
	Total Group	Urban Middle Class	Urban Lower Class	Rural
Composite	-.063	-.036	-.084	.078
Powerlessness	-.053	.034	-.080	.054
Normlessness	-.033	-.013	-.133	.046
Self-estrangement	-.001	-.051	-.026	.151
Isolation	-.102	-.019	-.001	-.042

Levels of Significance

Total Group	.05 level = .088
Total Group	.01 level = .115
Urban Middle Class	.05 level = .205
Urban Middle Class	.01 level = .267
Urban Lower Class	.05 level = .138
Urban Lower Class	.01 level = .181
Rural Group	.05 level = .138
Rural Group	.01 level = .181

TABLE V

ANALYSIS OF ACHIEVEMENT AND ACCULTURATION

Acculturation	Achievement			
	Total Group	Urban Middle Class	Urban Lower Class	Rural
Composite	-.006	-.315	-.039	.028
Education	.009	-.287	-.018	-.005
Family	-.045	-.131	-.058	-.061
Politics	.019	-.286	.050	.008
Economics	-.015	-.179	-.018	-.009
Recreation	-.044	-.241	-.121	.045
Religion	-.035	-.228	.022	.056
Health	.033	-.280	.026	.081

Levels of Significance

Total Group	.05 level = .088
Total Group	.01 level = .115
Urban Middle Class	.05 level = .205
Urban Middle Class	.01 level = .267
Urban Lower Class	.05 level = .
Urban Lower Class	.01 level = .
Rural Group	.05 level = .138
Rural Group	.01 level = .181

TABLE VI

ANALYSIS OF TEACHER EXPECTATIONS AND ALIENATION

Alienation	Teacher Expectations			
	Total Group	Urban Middle Class	Urban Lower Class	Rural
Composite	.522	.333	.609	-.348
Powerlessness	.393	-.379	-.295	-.781
Normlessness	.169	.172	.204	-.136
Self-estrangement	.435	-.163	.041	-.494
Isolation	.615	-.604	.135	.228

Levels of Significance

Total Group	.05 level = .349
Total Group	.01 level = .449
Urban Middle Class	.05 level = .707
Urban Middle Class	.01 level = .834
Urban Lower Class	.05 level = .553
Urban Lower Class	.01 level = .684
Rural Group	.05 level = .602
Rural Group	.01 level = .735

TABLE VII

ANALYSIS OF TEACHER EXPECTATIONS AND ACCULTURATION

Acculturation	Teacher Expectations			
	Total Group	Urban Middle Class	Urban Lower Class	Rural
Composite	-.064	-.220	.009	-.061
Education	-.191	-.230	.226	.182
Family	-.110	-.290	-.283	-.397
Politics	-.004	-.508	.197	.161
Economics	-.005	-.174	-.159	.089
Recreation	-.047	.317	-.113	-.374
Religion	-.063	-.470	.017	.051
Health	-.180	-.242	.179	-.162

Levels of Significance

Total Group	.05 level = .349
Total Group	.01 level = .449
Urban Middle Class	.05 level = .707
Urban Middle Class	.01 level = .834
Urban Lower Class	.05 level = .553
Urban Lower Class	.01 level = .684
Rural Group	.05 level = .602
Rural Group	.01 level = .735

TABLE VIII

ANALYSIS OF TEACHER EXPECTATIONS AND ACHIEVEMENT

Achievement	Teacher Expectations			
	Total	Urban Middle Class	Urban Lower Class	Rural
	.331	-.151	.479	.369

Levels of Significance

Total Group	.05 level = .349
Total Group	.01 level = .449
Urban Middle Class	.05 level = .707
Urban Middle Class	.01 level = .834
Urban Lower Class	.05 level = .553
Urban Lower Class	.01 level = .684
Rural Group	.05 level = .602
Rural Group	.01 level = .735

TABLE IX

ANALYSIS OF SOCIOECONOMIC STATUS AND ALIENATION

Alienation	Socioeconomic Status
	Total
Composite	.182
Powerlessness	.169
Normlessness	.078
Self-estrangement	.140
Isolation	.198

Level of Significance .05 level = .088
Level of Significance .01 level = .115

Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003

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